Character and Virtue Education in Europe:
CHALLENGES AND OPPORTUNITIES

JUNE 28th 29th 30th **2023**
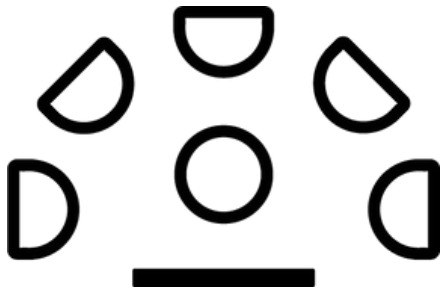
European Character and Virtue Association | UNIVERSITY OF BIRMINGHAM | THE JUBILEE CENTRE FOR CHARACTER & VIRTUES | Universidad Francisco de Vitoria UFV Madrid Virtue and Values Education Centre

CONTENTS

European Character and Virtue Association | UNIVERSITY OF BIRMINGHAM | THE JUBILEE CENTRE FOR CHARACTER & VIRTUES | Universidad Francisco de Vitoria UFV Madrid Virtue and Values Education Centre

Dear conference participants,

Welcome to the first annual conference of the European Character and Virtue Association (ECVA)! We are thrilled to gather here in Madrid to celebrate our shared passion for character education and to promote research, practice, and networking in this dynamic field.

Established in 2022, ECVA's goal is to become a leading forum for advancing character education across Europe, and beyond. Our Association aims to provided unparalleled opportunities for members to exchange best practices, engage in collaborative projects, and participate in mutual-learning activities involving a diverse range of universities.

We intend for this annual conference to become the cornerstone for ECVA's mission. Over the course of the next few days, we will have the privilege of attending academic paper presentations, engaging in fruitful discussions, and gaining new perspectives on various aspects of character and virtues. Through fostering connections within the wider international community of character virtue education, we aim to become a valuable resource not only for Europe but also for the rest of the world. In this regard we would especially like to welcome our guests who have travelled to Madrid from outside of Europe.

We extend our warmest welcome to each and every one of you. Together, let us seize this opportunity to forge new collaborations, share insights, and contribute to the advancement of character education. Thank you for joining us at this inaugural conference, and we wish you a fruitful and inspiring experience.
Best regards,

Tom Harrison and Verónica Fernández

MAP

Universidad Francisco de Vitoria UFV Madrid

BIENVENIDOS

P PARKING

A ENTRADA PRINCIPAL

B ZONAS DEPORTIVAS

C EDIFICIO CENTRAL

1 MÓDULO 1
INFORMACIÓN Y ADMISIONES
SERVICIO DE AYUDAS AL ESTUDIO
RELACIONES INSTITUCIONALES
BANCO SANTANDER
ESCUELA DE CONDUCCIÓN
VICERRECTORADO DE
INTERNACIONALIZACIÓN

2 MÓDULO 2
SERVICIO DE ENFERMERÍA
IDIOMAS
SALA DE GRADOS
CETYS
CENTRO DE ACOMPAÑAMIENTO
INTEGRAL A LA FAMILIA

R RECEPCIÓN
CAPILLA
OBJETOS PERDIDOS
CAFETERÍA
SECRETARÍA DE
ALUMNOS/CAJA
REGISTRO
RECTORADO Y GERENCIA
DESARROLLO DE PERSONAS
PUNTO DE INFORMACIÓN

3 MÓDULO 3
COORD. CC. DE LA COMUNICACIÓN
CARRERAS PROFESIONALES
EXTENSIÓN UNIVERSITARIA
GOE
TIENDA UFV (U SHOP)

4 MÓDULO 4
COORD. EDUCACIÓN,
HUMANIDADES Y PSICOLOGÍA
INSTITUTO DE ACOMPAÑAMIENTO
ALUMNI
ELU

5 MÓDULO 5
DOT

CC CC. DE LA COMUNICACIÓN
PLATÓS DE TV
ESTUDIOS DE RADIO

CAFETERÍAS INTERIORES

DESFIBRILADORES

PUNTOS DE ENCUENTRO

ZONA EN OBRAS

CD CENTRO DEPORTIVO UFV
COORD. CAFYD

CM COLEGIO MAYOR

CQ CENTRO DE SIMULACIÓN
QUIRÚRGICA

CR CRAI

CS CENTRO DE SIMULACIÓN
CLÍNICA AVANZADA

D DÁRSENAS

E EDIFICIO E
COORD. CC. DE LA SALUD
COORD. CC. EXPERIMENTALES
HALL (PECERA)
POSTGRADO Y CONSULTORÍA

EM EDIFICIO M
COORD. FISIOTERAPIA

EP EDIFICIO P

EO EDIFICIO O

F7 CAMPO DE FÚTBOL 7
Y PISTA DE ATLETISMO

F11 CAMPO DE FÚTBOL 11

H EDIFICIO H
COORD. FACULTAD DE DERECHO,
EMPRESA Y GOBIERNO
EDUCACIÓN EJECUTIVA:
DESARROLLO DE NEGOCIO
HALL (PECERA)
SALA DE CONFERENCIAS
AULA MAGNA
BIBLIOTECA Y SALAS DE
ESTUDIO

LCB LE CORDON BLEU

MS MEDICAL SIMULATOR

PP PABELLÓN PROYECTA

R RODILLA

EPS ESCUELA POLITÉCNICA
SUPERIOR
COORD. ESCUELA POLITÉCNICA
SUPERIOR

TS THE SQUARE

W WORK CAFÉ

✝ CAPILLA

Character and Virtue Education in Europe:
CHALLENGES AND OPPORTUNITIES

Wednesday JUNE 28th 2023

12:00	**Registration** *(Salón de Grados en Edificio Central)*
12:30	**Lunch** *(The Square)*
13:45	**Welcome** *(Salón de Grados en Edificio Central)*
14:00	*Tom Harrison* Title: ***Challenges and opportunities for character education in Europe/ United Kingdom***
14:45	*Artur Szutta / Maria Silvia Vaccarezza, Claudia Navarini, Ariele Niccoli and Luigina Mortari* Title: ***Challenges and opportunities for character education in Poland and Italy***
15:45	**Drinks** *(The Square)*
16:15	**Call for papers 1** *(Edificio Central Module 2)*
18:30	**Break / free time**
19:45	**Dinner at the university** *(Sport Centre)*

Thursday JUNE 29th 2023

09:30	*Roland Berhard / Torsten Hitz* *(Salón de Grados en Edificio Central)* Title: ***Challenges and opportunities for character education in Austria and Germany***
10:30	**Coffee break** *(The Square)*
11:00	*Juan Luis Fuentes, Verónica Fernández / Joana Monteiro* *(Salón de Grados en Edificio Central)* Title: ***Challenges and opportunities for character education in Spain and Portugal***
12:15	**Call for papers 2** *(Edificio Central Module 2)*
14:00	**Lunch** *(The Square)*
15:30	*Jan Habl / Manuel Fernandez and Halliki Harro-Loit/ Martin Brestovanský and Andrej Rajský* *(Salón de Grados en Edificio Central)* Title: ***Challenges and opportunities for character education in Czeck Republic, theCBaltic countries and Slovakia***
17:15	**Bus to Madrid / Free time**
20:00	**Dinner** *(Pax Restaurante, C/ Gran vía, 13, Madrid)*

European Character and Virtue Association | UNIVERSITY OF BIRMINGHAM | THE JUBILEE CENTRE FOR CHARACTER & VIRTUES | Universidad Francisco de Vitoria UFV Madrid Virtue and Values Education Centre

Character and Virtue Education in Europe:

CHALLENGES AND OPPORTUNITIES

Friday JUNE 30th 2023

09:30	**Call for papers 3** *(Edificio Central Module 2)*
11:00	**Coffee break** *(The Square)*
11:30	**Call for papers 4** *(Edificio Central Module 2)*
12:30	**ECVA Workshop** (all together) and **Concluding remarks** *(DOT, Edificio Central Module 5)*

European Character and Virtue Association — University of Birmingham — The Jubilee Centre for Character & Virtues — Universidad Francisco de Vitoria UFV Madrid Virtue and Values Education Centre

SEMINAR SESSIONS

Seminar Session 1

Wednesday 28 June 2023
16:15 - 18:30 - Edificio Central. Module 2

ROOM 1.1C — Chair: Emerald Henderson

Entangled Phronesis and the Four Causes of Emulation: Developmental Insights into Role Modelling.
Emerald Henderson

Moral identity and cognitive development.
Andrea Baranovská

Rise of Community Groups in British Left-Behind Neighbourhoods: An Opportunity for Collective Phronesis.
Pierre-Thomas Eckert

"Know-Thyself", but how? Using personality feedback to increase self-knowledge about trait morality.
Nicole Casali, Isabel Thielmann

ROOM 1.2C — Chair: James Conroy

Prosocial character education – friendship as challenge for phronesis based character education
Andrej Rajský, Marek Wiesenganger

Education for Disagreement as a Civic Virtue
James Conroy

Subjects that study human openness to transcendence: Positive impact on the development of character
José María La Porte

Teaching character in classroom through dialogic approach: empirical findings.
Romana Martincová, Martin Brestovanský, Eva Bačkorová

ROOM 2.1C — Chair: Vianney Domingo

Transformative virtues in character education
Matilde Liberti

Character education programmes in Primary school: A systematic review
Clara Ramírez

Possibilities of value-based self-analysis for school improvement: Estonian experience
Halliki Harro-Loita, Mari-Liis Nummert, Mari-Liisa Parder, Helen Hirsnik, Nele Punnar.

Civic Humanism Center. Establishing a research and transference center on liberal education, character development, and professionalism in Spain
José M. Torralba, Emma Cohen de Lara, Vianney Domingo

ROOM 2.2 — Chair: Liz Gulliford

Is good character all that counts? A general factor of character explains most of the variance in participants' life satisfaction
Tommaso Feraco, Nicole Casali

Cultivating a Discriminate and Informed Understanding of the Virtue of Gratitude in Educational Contexts
Liz Gulliford

How might moral emotion develop in KS2 (7-11 years)?
Lorna Jutton

The role of (school) choice in the promotion of civic virtue and character development
James V. Shuls

European Character and Virtue Association | UNIVERSITY OF BIRMINGHAM | THE JUBILEE CENTRE FOR CHARACTER & VIRTUES | Universidad Francisco de Vitoria UFV Madrid Virtue and Values Education Centre

SEMINAR SESSIONS

Seminar Session 2

Thursday 29 June 2023
12:15 - 14:00 - Edificio Central

ROOM 1.3C   **Chair: Michele Mangini**

Bildung, Imagination, and Character Formation: Reviving the Humboldtian Ideal that Supports Character Formation and Addresses the Motivation Gap in Moral Education
Wojciech T. Kaftanski

The Virtue of Studiositas and Friendship or About Saving the School
Isabel Almeida e Brito, Gabriela Teixeira Duarte, José Sousa Leitão

A reasonable Ethics for Education
Michele Mangini

ROOM 3.1C   **Chair: Natasza Szutta**

Transformative experiences, moral growth and cyber technology
Artur Szutta; Natasza Szutta

Values games for values education and values-oriented dialogic communication in the practice of Estonian schools
Halliki Harro-Loita, Mari-Liis Nummert, Mari-Liisa Parder

Redesigning schools through character education: The case of vLACE and PRIMED in Spain
Juan P. Dabdoub, Aitor R. Salaverría, Marvin W. Berkowitz, **Concepción Naval**

ROOM 4.2C   **Chair: Michael Fullard**

Leading Character Education in Schools: Designing an online CPD Programme
Michael Fullard

Story-Based Character Education: Opportunities to Learn from and Enhance Character Education Practice in the Primary Schools
Paul Watts

Understandings of character and virtue education in Latvia: insights from school practitioners' narratives
Manuel Fernández, Irina Maslo, Svetlana Surikova

ROOM 4.4C   **Chair: Ma. José Ibáñez**

Moral reasoning strategies and wise career decision making at school and university: Findings from a UK-representative sample
Shane McLoughlin, Rosina Pendrous, **Emerald Henderson, Kristján Kristjánsson**

Character Education in the University: Current Approaches from the Oxford Character Project
Rebecca Park

The Colegios Mayores: an opportunity for character education at the University
Ma José Ibáñez

SEMINAR SESSIONS

Seminar Session 3

Friday 30 June 2023
9:30-11:00 - Edificio Central

ROOM 2.3C — Chair: Matthew Post

Some requirements for cultivating human flourishing in Europe today
Angelo Campodonico

Multicultural character education: A philosophical analysis of the need for multicultural perspective in neo-Aristotelian character education
Catherine Lu Yun Chieh

From Europe to America and Back Again: Classical Education as an Enduring and Exemplary Form of Character Education
Matthew Post

ROOM 2.7C — Chair: Gary Lewis

VEC and ACE: Research, formation and transformation with character education in schools in UK-Spain
Gary Lewis, Verónica Fernández

Virtue Education in the Czeck Republic. "How to work with virtue cards, a practical and a simple tool for teachers and parents that helps children to develop their inner wealth and qualities
Pavla Pribylova

Cultivating virtue literacy in visual arts classes: Reflection on a fine-arts intervention for moral education in an upper-elementary school setting in Iceland
Ingimar Ólafsson Waage

ROOM 3.4C — Chair: Matthew Gerlach

PULSE: A Service-Learning Course to Promote Character Development in College Students
Jerónimo Ayesta, María Gallego

Teaching how to Transmit Values through Literature in the University
Jorge López

"Theological Adaptation of Forgiveness Models for Character Education within Catholic University
Matthew Gerlach

ROOM 4.3C — Chair: Juan Luis Fuentes

SIMPOSIUM: A whole person education: emerging proposals from the character education perspective

Difficulties as fertile ground for character development and personal growth
Ezequiel Delgado

"Sport builds character"... is there really supportive evidence? Physical education as vehicle for character education: a systematic review
Alejandro Ramón-Rebolloso

Current challenges in high school education: Great Books as a methodology for character education
Jorge Valero-Berzosa

Giving voice to the adolescence: understanding their meaning of humility as a virtue.
Alicia Encío-Avello, Josu Ahedo Ruiz y Carmen Caro Samada

SEMINAR SESSIONS

Seminar Session 4

Friday June 30th 2023
11:30 - 12:30 - Edificio Central

ROOM 3.4 — Chair: Chiara Palazzolo

Why music should become a key part of character education programs
Chiara Palazzolo

Cyber-wisdom, competenceand digital citizenship in High School students
Juan Luis Gómez, Esther Bueno, **Miguel Rumayor**

ROOM 4.3C — Chair: Claudia Navarini

Character education of the sick person. A new challenge for Europe
Claudia Navarini, Elena Ricci

Perspectives of autistic young people on a sense of purpose and on their futures
Jacqueline Perrin

ROOM 4.4C — Chair: Pawel Sikora

Character Education and Right Giving: A Closer Look at Liberality
Paweł Sikora

For a Culture of Character and Virtue Education in Europe. On the Necessity on well-running Educational Concepts and their Networking in the World of Vuca
Ines Weber

Character Education Through Poetry
Kristian Guttesen

ROOM 5.2C — Chair: José María Torralba

A comprehensive, blended learning program for educational leadership
Paula Rodríguez

Leadership as Service: The experience of developing a character education program for university students in the Spanish context
Emma Cohen de Lara, Álvaro Lleo de Nalda **Vianney Domingo Ribary y José María Torralba**

SEMINAR PAPER ABSTRACTS

Seminar Session 1
Wednesday 28th June 2023

Entangled Phronesis and the Four Causes of Emulation: Developmental Insights into Role Modelling

Emerald Henderson

A new theory of emulation is emerging through the combined efforts of philosophers, psychologists, and educationists. Using a previous argument reconceptualizing emulation as a moral virtue as a philosophical springboard, in this paper, I build a more robust case for how emulation qua role modelling works in practice through appeal to Aristotle's account of causation: the four causes. I argue that reconstructing the four causes, and synthesizing them with emulation, helps us better comprehend it as aquadripartite causal process, and further suggest that emulation is driven by entangled phronesis
- a form of rational moral communication where exemplars share their practical wisdom with learners.

Moral identity and cognitive development

Andrea Baranovská

Moral identity can be said to imply the importance of morality for the individual's identity, which depends on cognitive development. According to Lapsley (2008), Sahao, Aquino, Freeman (2008) and Moni, Jordan (2009) moral identity can be classified as social cognitive perspective. In our study we tried to find the way to better understand the development of moral identity through the development of personal identity (Marcia, 1966; Berzonsky, Neimeyer, 1994) and cognitive development - specifically the need for cognitive closure (Kruglansky, 1989, 1990) which is the dimension related to the person's motivation with respect to information processing and judgment. On moral identity we can look at chronically accessible moral schemas, or self-important social identity or commitment to moral social roles or moral self-representations in autobiographical memory or the moral ideal self, but we should focus on the model of identity styles and person motivation.

Rise of Community Groups in British Left-Behind Neighbourhoods: An Opportunity for Collective Phronesis

Pierre-Thomas Eckert

The last decade in the UK has seen a surge of community groups forming in reaction to deprivation, which we will argue form examples of collective phronesis. Our understanding of collective phronesis will use Narbonne's conception while considering Kristjánsson'spossible challenges to strictly political interpretations. This rise in community action and devolution is an opportunity for further contact and dialogue between virtue ethics and the emerging community power network. The analysis will be based on secondary resources - like reports and interviews conducted by social researchers and large national charities - and interviews with leaders of these community groups.

"Know-Thyself", but how? Using personality feedback to increase self-knowledge about trait morality

Nicole Casali, Isabel Thielrnann, Max Planck lnstitute

Personality feedback is a useful way to improve self-knowledge in the moral domain, that is, helping individuals gain a more accurate perception of their own morality. However, no study investigated how personality feedback needs to be designed to be most effective. In this study, we will examine individuals perception of personality feedback based on both self-reports and aggregated informant-reports by combining quantitative (self-report questionnaires) and qualitative (semi-structured interviews) methods. The results will inform future research on personality feedback in the moral domain and provide initial insight on its role with regard to change goals.

Prosocial character education – friendship as challenge for phronesis based character education

Andrej Rajský, Marek Wiesenganger

In contemporary neo-Aristotelian conceptions of character education, phronesis occupies a key position. In phronesis based conceptions friendship is understood as a tool, a method of more effective virtue education, or as a product of it. The main aim of this paper is to clarify the theoretical basis for the concept of prosocial virtuous character. Paper explains 1) the importance of friendship as a keycomponent in character education; the relationship between phronesis and friendship (Aristotle)/friendship love (Aquinas) 3) the virtue of friendship love as an integrative virtue. This approach is based on the centrality of habituation and participation in virtuous practice, specifically the practice of friendly love, in character education. The basis of virtue education is not knowledge of the good, but participation in the good.

Education for Disagreement as a civic Virtue

James Conroy

To disagree with civility has always been an jmportant civic virtue and a cornerstone of liberal democracy yet it appears to be under some attack from both without and within. In this paper I propose to address the vexed question of virtuous disagreement as both an educational objective and a foundation for character education. In doing so I will suggest that the rise of identity in both politics and education presents a danger to the cultivation of social solidarity and that virtue oriented education that teaches students to be simultaneously critical and respectful is an urgent imperative for civic society.

SEMINAR PAPER ABSTRACTS

Seminar Session 1
Wednesday 28th June 2023

Subjects that study human openness to transcendence: Positive impact on the development of character

José María La Porte

The aim of this paper is to analyze the beneficia! or detrimental impact on the development of character of subjects that study human openness to transcendence within humanistic university education. Particularly the impact on the development of human virtues that facilitate living together in society, the concern for the common good and the relationship between individual and collective happiness. The aim of this paper is to analyze the beneficia! or detrimental impact on the development of character of subjects that study human openness to transcendence within humanistic university education. To this end, firstly, it will try to expose some of the intellectual trends that address the relationship between the humanistic dimension of the university, openness to transcendence and character development; secondly, it will identify some of the currents that address these relationships but from a humanism closed to transcendence. Thirdly, we will analyze the arguments of both and try to draw conclusions about their logic and intellectual consistency, as well as their vital impact.

Teaching character in classroom through dialogic approach: empirical findings

Romana Martincová, Martin Brestovanský, Eva Bačkorová

The aim of the paper is to describe how teachers implement character education through a dialogical approach (Alexander, 2008) during practice of Ethical education lessons. Using the method of micro ethnography (Bloome & Power Carter, 2013), we investigated the success of implementing a dialogic approach to the moral reflection phase by observing indicators of dialogic teaching and analyzing the ways teachers structured moral reflection. The observations werecompared with the theoretically anchored structure of moral reflection (Wisenganger & Brestovansky, unpublished). At the same time, we analyzed how teachers thematized virtue in thereflection phase. The research sample consisted of 5 teachers; the data were the transcriptions of video-recordings achieved during their lessons. Findings show that there are strong ties between the quality of the sensitization stimulus (evocation) and the emergence of triadic communication, which is the most significant factor in the student's learning through dialogue.

Transformative virtues in character education

Matilde Liberti

I will argue that character education cannot do without a particular set of virtues "transformative virtues"- that allow agents to revise their existing ethical paradigms in light of new ethical affordances. These virtues are the meta-virtue of phronesis, and a cluster of intellectual virtues divided between virtues of' 'wholeness" and virtues of "mental flexibility". The urge is that pupils not only undergo ladder-like moraldevelopment, but also cultivate the possibility to transmit what they internalized throughout the steps of theirmoral development

Character education programmes in primary school: A systematic review

Clara Ramírez-Torres

The school, as an educational body, cannot separate itself from the task of providing an integral education. However, various difficulties arise when an educator decides to formthe character of his pupils. For instance, one such difficulty is selecting the correct method from among the multiple schools of thought that exist on the formation of character and ideal of the human person.In this research, a systematicreview has been carried out in three databases with the aim of examining character education programmes or guides for character education in primary schools. Eighteen publications were found and analysed in relation to their objectives, terms used, place of origin and researchers cited. Finally, it was noted a paucity of articles on the application of character education, a disconnection between theory and practice and a reluctance to use the term virtue.

Possibilities of value-based self-analysis for school improvement: Estonian experience

Halliki Harro-Loit", Mari-Liis Nummert ", Mari-Liisa Parder", Helen Hirsnik ", Nele Punnar

Centre for Ethics, University of Tartu has developed a model for values-based self-analysis (VBSA) for schools. The VBSA model helps schools to realize the values of their organization and plan action for values-based school improvement. With more than a decade of experience, the VBSA model has been used in 105 Estonian schools for values-based school improvement with promising results on both values-based school culture, curricula and relationships. (Parder & Hirsnik, 2020; Hirsnik & Punnar, 2021; Harro-Loit el aL, 2021).

SEMINAR PAPER ABSTRACTS

Seminar Session 1
Wednesday 28th June 2023

The Civic Humanism Center. Establishing a research and transference center on liberal education, character development, and professionalism in Spain

Emma Cohen de Lara, Vianney Domingo, José M. Torralba

This paper explains how the insights from professionalism studies can help recover humanistic and character education in universities in the French tradition, beginning with the Spanish experience. Specifically, the case of the Civic Humanism Center for Character and Professional Ethics at the University of Navarra is presented in terms of (a) its three lines of work: models of liberal education, university mentoring and character development, and professionalism and ethical leadership; (b) the activities it has begun to develop; and (e) the perspectives on the impact it may have in the Spanish university environment and, in general, in universities belonging to the French tradition.

Is good character all that counts? A general factor of character explains most of the variance in participants' life satisfaction

Tomaso Feraco, Nicole Casali

Character strengths predict many positive psychological outcomes but no one studied whether a general factor of character might explain these associations. Using two sarnples (14,364 and 944 participants) and a bifactor model, we show that the specific character strengths are not associated (with few exception) to lifesatisfaction, mental health, and distress symptoms, but the general factor consistently related to ali theoutcomes. These results highlight the need to better understand what this general factor really represents to finally capture the mechanisms linking character strengths between each other and with externa! outcomes.

Cultivating a Discriminate and lnformed Understanding of the Virtue of Gratitude in Educational Contexts

Prof. Liz Gulliford

This paper sounds two notes of caution about promoting gratitude in educational contexts. Reflecting on benefits may not always be satisfying for everyone depending on their circumstances, and social comparisons could be heightened unhelpfully in the classroom. Furthermore, 'grateful reframing' could potentially lead to young people discounting understandable negative reactions (Morgan, Gulliford & Carr, 2015). The second note of caution concerns the importance of foregrounding the cultivation of gratitude as a virtue (Gulliford, 2018; Carr, Morgan & Gulliford, 2015). Gratitude must be taught in a way that foregrounds its status as a virtue (Navarro & Tudge, 2020). When promoted primarily to boost subjective wellbeing, moral reasons for cultivating gratitude may be overlooked, and what gratitude requires of us in relation to our benefactors could be neglected, resulting in an impoverished conception of gratitude.

How might moral emotion develop in KS2 (7-11 years)

Lorna Jutton

This paper focuses on the development of moral emotion - a key componen! of practica! wisdom - in the KS2 (7-11 years) agegroup. Through a literature review, 1 propase that moral emotion can be conceived in two ways. Firstly, in the Aristotelian sense of emotion fused with reason. Secondly, from a psychological viewpoint, moral emotion is comprised of empathy, sympathy and compassion. 1 demonstrate how both conceptions share parallels with the widely researched fields of metacognition and meta emotion, and as such these are used to suggest potential development approaches for moralemotion. lt is hoped that the findings can inform future evaluative research and classroom practice for moral emotion.

How might moral emotion develop in KS2 (7-11 years)?

Lorna Jutton

This paper focuses on the development of moral emotion - a key component of practical wisdom - in the KS2 (7-11 years) agegroup. Through a literature review, 1 propose that moral emotion can be conceived in two ways. Firstly, in the Aristotelian sense of emotion fused with reason. Secondly, from a psychological viewpoint, moral emotion is comprised of empathy, sympathy, and compassion. 1 demonstrate how both conceptions share parallels with the widely researched fields of metacognition and meta emotion, and as such these are used to suggest potential development approaches for moralemotion. lt is hoped that the findings can inform future evaluative research and classroom practice for moral emotion.

The role of (school) choice in the promotion of civic virtue and character development

James V. Shuls

Much of the literature on virtue and character development focuses on the role of educators and parents. Rightfully so, parents and educators must work in common cause in the moral development of children. Nevertheless, little attention has been given to the role school systems play in fostering relationships and ethical learning communities. That is, the structure of the system itself may lend itself to the fostering of relationships that enable character development. In this theoretical analysis, I offer a framework for understanding how school systems and school structures may help or hinder civic virtue and character development.

SEMINAR PAPER ABSTRACTS

Seminar Session 2
Wednesday 28th June 2023

Building, Imagination, and Character Formation: Reviving the Humboldtian Ideal that SupportsCharacter Formation and Addresses the Motivation Gap in Moral Education

Wojciech Kaftanski

This paper argues that operations on mental images in imagination can help learners form and acquire conceptual knowledge around morally and intellectually desired virtues and character traitsand skills and motivate learners to utilize this knowledge in practical settings. As a framework for this argument, I take the Humboldtian model of education, which integrates the epistemological and moral aims of education to form a whole person. To achieve their educational goals, teachers embark on a process with Jeamers of designing mental images of Jeamers' perfected future-oriented representations, which include sets of virtues and character traits necessary for their holistic development.

The Virtue of Studiositas and Friendship or About Saving the School

Isabel Almeida e Brito, Gabriela Teixeira Duarte, José Sousa Leitão

Schools in Europe are attacked by sloth and indifference, although students and teachers persevere in desiring truth and love. The objective of this paper is to participate in the attempt at clarifying the nature of studiousness, as the virtue that enables one to pursuit knowledge, and its relationship with friendship. After exposing what studiositas and friendship are and how they connect, weengage in a case study, interviewing students at a Portuguese school, so as to verify how they experience those two factors of their academic life. We conclude by comparing the conceptual framework with the findings of the interviews.

A Reasonable Ethics for Education

Michele Mangini

Jonathan is our fictional character. He is t an important crossroads of his life. He must make a decision about hiseducational path, taking into account a few important factors. Being more sensible than the average of hispeers, Jonathan wants to gather the necessary - intellectual and moral - resources to tackle at least three majorproblems of adolescence in contemporary liberal-democratic societies: the allures of 'video-society',consumerism and self-centeredness. In short, he already understands that wasting too much of his time inwatching videos on his devices, letting his choices be directed by desires of new goods of all kinds anddedicating too much time and attention to himself only, are choices which limit the flourishing of his life. He isvaguely aware that his personal flourishing should include at least improvements in knowledge andunderstanding, fulfilling relations with his fellows, developing a balanced emotional life. Also, looking at hisparents and other relevant models he knows that in the future he must be able to acquire standing andrecognition in his working life and to establish some sort of continuity of life between himself, his parents and his eventual children.

Transformative experiences, moral growth and cyber technology

Natasza Szutta, Artur Szutta

Our presentation focuses on the possible use of computer games to evoke transformative moral experiences. We understand the transformative experience as a form of moral perception in which a person is touched by specific moral values that leads her to understand certain moral truths in a way that strongly motivates her to change her moral actions, altitudes, and consequently her moral character. Weare going to argue that !he technology standing behind computer games, thanks to its ability to inducechildren to take other people's perspectives and identify with them, might be a prnmising too! in moral education.

Values games for values education and values-oriented dialogic communication in the practice of Estonian schools

Halliki Harro-Loit[a], Mari-Liis Nummertb, Mari-Liisa Parder

Values education needs to develop moral awareness and clarification ability of students for dialogic communication on values with other people. Tartu University, Centre for Ethics has developed values games and methodology for values discussions in school. Values games are centred around moral dilemmas with different choices and players choose the solution in the narrative they would likely choose in real life, with none ofthe solutions being ideal. Although the values games have severa] limitations, it is very promising in supporting values education and values-oriented dialogic communication in school as well as skills to participate in dialogic democratic processes.

Redesigning schools through character education: The case ofvLACE and PRIMED in Spain

Juan P. Dabdoub, Aitor R. Salaverría, Marvin W. Berkowitz, Concepción Naval

Many school challenges and difficulties are rooted in a school design that has generated a culture that does not support the optimal development of ali stakeholders. The character education movement includes a variety of approaches that propose design principies to generate a type ofcommunity in which the development of good character is promoted. One prominent initiative topromote the implementation of these design principies in the USA is the vLACE and PRIMED leadership programs. This paper recounts a research project in which these programs have been translated, adapted, and implemented in Spain, discussing the outcomes obtained.

SEMINAR PAPER ABSTRACTS

Seminar Session 2
Wednesday June 28th 2023

Leading Character Education in Schools: Designing an online CPD Programme

Michael Fullard

This paper presents the design approach, program content and evaluation of the Jubilee Centre's online character education Continued Professional Development (CPD) program, Leading Character Education in Schools. The program forms the concluding part of the Jubilee Centre's Teacher Education research project, exploring how teachers are preparedand supported to meet the moral and ethical demands of their role. Currently over 3,000 educational leaders have registered from 65 countries. This paper will make recommendations for how a framework for future research and design methodology for producing large online teacher training programs can be developed.

Story-Based Character Education: Opportunities to Learn from and EnhanceCharacter Education Practice in Primary Schools

Prof. Paul Watts

This paper focuses on opportunities to enhance story-based character education. lt first discusses the findings of a research study which exarnined how, and the extent to which, prirnary school teachers in England value and use stories as a vehicle to teach character education. Sorne of the practica! irnplications of the research findings are then deliberated, focusing on (a) how story-based character education rnight be enhanced through the trainingand developrnent of teachers; and, (b) how knowledge of prirnary school teachers' approaches rnight shape future research in the field.

Understandings of character and virtue education in Latvia: insights from school practitioners' narrativcs

Manuel Joaquín Femández González, Irina Maslo, Svetlana Surikova

This presentation is structured in two sections: first, an historical overview of moral education in Latvia from the end of WW2 till 2016 will be presented. Toen, the results of a conceptual research regarding the understandings of 'character education' and 'virtue education' in 2018 will be presented and conclusions will be drawn. The results point to the education of a morally virtuous character, as asynthesis of character education and virtue education. Latvian Council of Science project"Effectiveness research of an online currículum for virtue education in Latvian educational institutions (from grades 1 to 12)", nurnber lzp-2021/1-0385.

Moral reasoning strategies and wise career decision making at school and university: Findings from a UK-representative sample

Shane McLoughlin, Rosina Pendrous, Emerald Henderson, Kristján Kristjánsson

Schools often teach students employability skills and prepare them for the working world, but quality education should also offer personal development. We asked 491 adults about their previous career decision-making processes and measured current levels of flourishing. We found that individuaIs who previously used character-based reasoning in their career decisions were more likely to currently be flourishing. Consequentialist reasoning weakly and infrequently correlated with flourishing, and deontological reasoning was negatively correlated with flourishing. The study suggests the need to focus on developing students' moral character in careers provision, complementing current character education offerings.

Character Education in the University: Current Approaches from the Oxford Character

Dr Rebecca Park, Dr Edward Brooks

The Oxford Character Project has been focused on character education since 2012, and running its own programmes on character and leadership with postgraduates at the University of Oxford since 2014< The curren! paper will introduce the work of the Oxford Character Project, providing an overview of i) the pedagogy developed by the Oxford Character Project; ii) each of the three programmes run bythe Oxford Character Project (The Global Leadership lnitiative, The Global Leadership Challenge, and The Global Leadership Summer School); iii) the curren! longitudinal mixed-method research techniques utílised to evaluate the programmes; and iv) sorne preliminary results.

The Colegios Mayores: an opportunity for character education at the University

María José Ibáñez Ayuso

The Colegios Mayores are longstanding educational institutions inSpain that have contributed to the formation of outstanding personalities in culture, politics, and science. As universities face criticism for their inability to provide comprehensive education, these institutions are regarded as a space of resistance. This qualitative case study examines eight Colegios Mayores by analyzing their activity reports in order to identify successful educational practices that promote characterformation and liberal education. By shedding light on the value of these living spaces, the research offers insights that can be transferred toother spaces within the Spanish higher education system.

European Character and Virtue Association | UNIVERSITYOF BIRMINGHAM | THE JUBILEE CENTRE FOR CHARACTER & VIRTUES | Universidad Francisco de Vitoria UFV Madrid Virtue and Values Education Centre

SEMINAR PAPER ABSTRACTS

Seminar Session 3

Thursday June 29th 2023

Some requirements for cultivating human flourishing in Europe today

Angelo Campodonico

For human flourishing education in Europe in the particular contemporary cultural situation marked by absolutization of the present and a lack of metaphysical awareness. Thc aim is to propose a figure of teacher that adequately takes into account the social and historical dimensions and opens to the mystcry of existence. An integral educational method capable of enhancing themoral, metaphysical and religious dimensions from the aesthetic experience of a concretemastcrpiece is suggested. The cxpected result is to foster thc emergence of a figure aware ofpast history, open to the future, attentive to the present, but also capable, ifnecessary, of relativizing it.

Multicultural character education: A philosophical analysis of the need for multicultural perspective in neo-Aristotelian charactereducation

Lu Yun Chieh (Catherine)

This paper argues for the need and a possible way of incorporating a multicultural perspective in neo-Aristotelian character education. With the historical trend of globalization being ever-present in modemity, multicultural elements form an inevitable aspee! at schools. Weaving more multicultural considerations into neo Aristotelian character education can help to promote it beyond its current cultural boundaries. Thispaper adopts the method of philosophical analysis to explore sorne relevant theories inphilosophy and social psychology. With a multicultural perspective as an additional ingredient, neo-Aristotelian character education can be more influential and moremulticultural groups of students can find their own way to flourish.

From Europc to America and Back Again: Classical Education asan Enduring and Exemplary Fonn ofCharacter Education

Dr. Matthew Post

Education in the US long relied upon a liberal ans, great books approach, derived from the UK and Europe, as thc best way to cultivateintellectual and moral virtucs. Today, this form of education is called "classical education" and it is making a comeback on both sidesofthe Atlantic, yielding opportunities for collaboration. My presentation will consider thc history and research relevant to classicaleducation as well as my work with students and teachers frorn the UK, the Netherlands, Spain, and Slovakia. J will argue that classical education is notjust a niche, but an exemplary fonn of character education.

VEC and ACE: Research, formation and transformation with character education in schools in UK-Spain

Gary Lewis, Verónica Fernández

This presentation offers a concise summary of the collaborative efforts between the Association of Character Education (ACE) and schools, along with the Jubilee Centre in England and Scotland. It also highlights the joint work conducted by ACE and the Virtue and Values Education Centre (VEC) in Madrid, as well as their recent achievements. The focus is on showcasing the accomplishments and initiatives resulting from these partnerships over the past year, emphasizing the shared commitment to character education. By shedding light on these collaborative endeavors, the presentation aims to demonstrate the significant progress made in promoting character development within educational settings.

Virtue Education in the Czeck Republic. "How to work with virtue cards, a practical and a simple tool for teachers and parents that helps children to develop their inner wealth and qualities

Pavla Pribylova

Virtue education is a project supported by foundation Nadace Pangea that helps children recognize their personal strengths, to realize and accept their weaknesses, respect the diversity of others and appreciate their strengths, and be more independent and responsible. Virtue education will help institute a "small" democracy in the children's group, where children can express themselves and their opinion of others openly.

Cultivating virtue literacy in visual arts classes: Reflection on a fine-arts intervention for moral education in an upper-elementaryschool setting in Iceland

lngimar Ólafsson Waage

This paper disseminates the results of focus-group interviews with teachers and pupils in Iceland that participated in an intervention in visual arts c/asses that aimed at cultivating virtueliteracy, critical thinking, and moral deliberation through pupils ' creativity and discussions regarding moral topics. Pupils and teachers generally welcomed the ethical approach of theproject, but thematic analysis revealed challenges to implementing moral education in atraditional school setting. The results suggest that although the value of the arts .for moralreflection and deliberation is undisputed, interventions .for moral education need to consider thelocal school culture and the characteristics of pupils and teachers.

SEMINAR PAPER ABSTRACTS

Seminar Session 3

Thursday June 29th 2023

PULSE: A Service-Learning Course to Promote Character Development in College Students

Jerónimo Ayesta, María Gallego

The PULSE program is a service-learning course for undergraduate students at Boston College (a Jesuit university in the United States). In this course, students learn about philosophical and theological works and put them in relation to social justice issues. This theoretical activity is complemented by a portion of service and different reflection activities in which the theoretical is connected with the practical aspect. We consider that this program promotes character development. This paper aims to evaluate how this is accomplished and whether it is possible to replicate this program at European universities.

Teaching how transmit values through literature

Jorge López González

This paper presents a practical case of a didactic innovation implemented in the "Literature and Values" subject, taught to students of the Early Childhood Education degree at the Francisco de Vitoria University.
The teaching objectives and methodology were reorganized from an "expanded reason" perspective. The aim was to teach students to understand their own life and the teaching profession as a work of art and a moral praxis. A quantitative and qualitative assessment of the results of the intervention was made. The intervention had a positive impact on learning. The students had an ethical and aesthetic experience.

"Theological Adaptation of Forgiveness Models for Character Education within Catholic University

Matthew Gerlach

While Enright's Forgiveness Process Model and Worthington's REACH Forgiveness Model have been used with Christian participants and within Christian settings (therapeutic and psychoeducational), and even adapted for Christian populations (REACH), there seem to have been no published targeted study of a character education forgiveness intervention geared toward Catholic participants, within a Catholic institutional context, adapted in light of Catholic doctrine and practice. After offering a brief comparison of the models with a Thomistic moral psychology and virtue theory I suggest ways such models might be accommodated theologically, using the virtue of forgiveness as a test case. I conclude by outlining the potential value of this approach for those pursuing character and virtue educational initiatives within university contexts.

SIMPOSIUM: A whole person education: emerging proposals from the character education perspective

Juan Luis Fuentes, Ezequiel Delgado, Alejandro Ramón-Rebolloso, Jorge Valero-Berzosa, Alicia Encío-Avello, Josu Ahedo Ruiz y Carmen Caro Samada

In this symposium, four papers will be presented that face character education from different perspectives, whose confluence aspires to a whole person education: recent health crisis has been a real challenge for societies as well as for education, both in terms of organization because of the closing of the schools and in moral terms, due to the expected results on the contribution to character of youth; contributions of sports and physical activities are acquiring a renewed relevant in current societies, supported by body worship but also because of the desire of a better care of physical and psychological health, which demands and promotes different kind of virtues, not only instrumental; the classic methodology of Great Books has become to be implemented in schools as an innovative strategy that aims to find in fundamental texts an encouraging perspective on the present and the future; and the paradoxical virtue of humility, whose role in a appearance society supported by online social networks, become more necessary than ever, as a factor of acknowledge of our own limitations and the inevitable interdependence for social cohesion and civic friendship.

SEMINAR PAPER ABSTRACTS

Seminar Session 4

Friday June 30th 2023

Why music should become a key part of character education programs

Chiara Palazzolo

The aim of this talk is to highlight the fundamental role that ethics plays in the field of Western classical music. In particular, I focus on the way in which the interpreters shape and cultivate their own emotions. I also argue that this has important educational implications once that, in this context, virtues are conceived as educated emotion. Musicians' understanding and practice of virtues are related to scientific disciplines. Psychological studies of musicians have produced a wealth of information that suggests that they shouldn't just be seen as examples of the highest human potential, but also as constructors of personal identity and fulfilment, and as a factor of social cohesion through a strong emotional competence. First, I show how the musician's emotional intelligence is formed, by taking into account the most important psychological studies on the topic; second, I argue that classical musicians' emotional intelligence can illuminate character education in general and offer an important contribution to understanding emotional regulation as a crucial part of phronesis.

Cyber-wisdom, competenceand digital citizenship in High School students

Juan Luis Gómez, Esther Bueno, Miguel Rumayor

Adolescents' use of social media is vital, requiring responsible and ethical behavior. This study examines how character education and cyber-wisdom shape teenagers' perceptions and practices in the digital age in Spain. A questionnaire was administered to 1,784 students from Madrid's public, charter, and private schools. Results, analyzed using SPSS.29, reveal evaluations of social network usage and empathy in communications. The discussion highlights linguistic behaviors and virtues considered important by adolescents. Gender and age yield similar findings. Civic/social virtues are highly valued, followed by moral and intellectual virtues in the context of social media.

Character education of the sick person. A new challenge for Europe

Claudia Navarini, Elena Ricci

Although illness can be a traumatic experience, and it can lead the subject to experience feelings of loss, chronic sorrow, frustration, guilt, anger, loss of connectedness, and struggling with change; there are however subjects who react positively to suffering, developing new character strengths and virtues. Character development and moral flourishing can help patients in dealing with suffering and illness,helping them to experience higher levels ofwell-being. Therefore, more effort should be done in Europe to design and propose protocols that work on educating the character of the sick person and on patient's moral flourishing.

Perspectives of autistic young people on a sense of purpose and on their futures

Jacqueline Perrin

My participatory PhD research project explores a sense of purpose as encountered by autistic young people (AYP). This paper hopes to encourage dialogue with European colleagues in an area of work that is innovative with autistic youth. A significan! question behind the study is whether contemplating purpose and explicitly focussing on purpose with these young people, might be useful to them on their pathway to adulthood.

Character Education and Right Giving: A Closer Look at Liberality

Pawet Sikora

Being helpful is, indisputably, a positive and desirable character trait, and sharing one's wealth can be of much benefit to others. However, according to Aristotle, the virtue of liberality requires knowledge of whom, when, and what to give. This paper aims to explore characteristics of the virtue of liberality, with giving away money on the streets as a prime example of a problematic case. The main question to be answered is, what kind of character education do we need, to learn true liberality? Both collective and personal challenges of proper sharing will be outlined, followed by propositions of education towards liberality and right giving, based on contemporary accounts of practical wisdom and practical experience of the author's work with the homeless.

For a Culture of Character and Virtue Education in Europe.On the Necessity ofwell-running Educational Concepts and their Networking in the World of Vuca

Prof. Ines Weber

Kristian Guttesen

Character Education Through Poetry

In this presentation I will perform an analysis of an interviews series that I conducted with teachers and specialists in poetry teaching, for my recent PhD project (2022), in order to gain insights into using poetry in teaching, the phenomenon of classroom teaching, and assessment of running a poetry programme designed to cultivate virtue, in secondary schools in lceland. The conclusion suggests that, through certain classroom interventions, the medium of poetry offers the best way to eultivate the emotional components of moral education, and the potential co-production of emotional sensitivities in teachers and students.

SEMINAR PAPER ABSTRACTS

Seminar Session 4

Friday June 30th 2023

A comprehensive, blended learning program for educational leadership

Paula Rodríguez

This proposal contributes to an emerging field of virtues-based leadership development in the educational context. A comprehensive, blended learning program for educational leadership (BE IDOL) is proposed, aimed at promoting the holistic development and flourishing of teachers through the cultivation of moral, civic, intellectual, and performative virtues. The program will combine remote and face-to-face training, Ali Spanish teachers and educational institutions of any formative stage will be able to benefit from it. The effectiveness of the program will be evaluated through a longitudinal study, with a control group and an experimental group. Toe BE IDOL program is an important first step to promote virtue-based leadership in the Spanish educational context.

The experience of developing a character education program for university students in the Spanish context

Emma Cohen de Lara, Rodrigo Banda Lazarte, Vianney Domingo Ribary, Javier Gómez Martín, Javier García Manglano, Álvaro Lleo de Nalda, José María Torralba

The aim of the Leadership as Service Program (LASP) is to provide extracurricular opportunities of character education to university students. LASP has been developed as a pilot-program at the University of Navarra. It fits with the overall mission of the university to provide students with an integral education to help students flourish and contribute to society, and dovetails with the scientific insight that "emerging adults" - defined as young people of the ages 18-29- are in a critical period of moral development (Arnett 2000, 2014). The LASP program is modeled on the Oxford Global Leadership initiative and designed to fit in the Spanish educational context. In this presentation, we will explain the program and highlight how the program is adapted to the Spanish educational context.

DELEGATE LIST

Annica Gustafsson Roxström
AcadeMedia/TÄNK OM
Sweden

Frida Gustafsson Wennö
AcadeMedia/TÄNK OM
Sweden

Ines Weber
Catholic Private-University Linz
Österreich

Lorna Shuls
University of Missouri - St. Louis
United States

María Camila Gallego
Boston College
United States

Jerónimo Ayesta
Boston College
United States

Paweł Sikora
University of Gdansk
Poland

Liz Gulliford
University of Northampton
United Kingdom

Chiara Palazzolo
Roma Tre University
Italy

Wojciech Kaftanski
Human Flourishing Program.
Harvard University
United States

Vianney Domingo
Civic Humanism Center. University
of Navarra
Spain

María José Ibáñez Ayuso
Universidad Francisco de Vitoria
Spain

Matthew Gerlach
Saint Mary's University of
Minnesota
United States

Aitor R. Salaverría
University of Navarra
Spain

Claudia Navarini
Università Europea di Roma
Italy

Ezequiel Delgado Martín
Universidad Internacional de la
Rioja
Spain

Luis Blázquez
Universidad Internacional de la
Rioja
Spain

Alicia Encío Avello
Universidad Internacional de la
Rioja
Spain

Alejandro Ramón
Universidad Internacional de la
Rioja
Spain

Jorge Valero
Universidad Internacional de la
Rioja
Spain

Paula Rodríguez Fernández
Universidad Isabel I
Spain

Max Bonilla
Saint Mary's University of
Minnesota
United States

Pavla Pribylova
Nadace Pangea - Vychova ke
ctnostem
Czech Republic

Elena Ricci
Università degli Studi di Genova
Italy

James Conroy
University of Glasgow
United Kingdom

Isabel
Almeida e Brito
APECEF - Colégio de S. Tomás
Portugal

Juan P. Dabdoub
University of Navarra
Spain

Joana
Corrêa Monteiro
NOVA School of Business and
Economics + APECEF
Portugal

Maria Silvia Vaccarezza
University of Genova
Italia

Martina Piantoni
Università Europea di Roma
Italia

Gary Lewis
Birmingham University
United Kingdom

Mari-Liis Nummert
University of Tartu
Estonia

Andrej Rajský
Trnava University
Slovakia

José María La Porte
Pontificia Univerasità Santa Croce
Italy

Andrea Baranovská
Trnava University in Trnava
Slovensko

Roland Bernhard
University of Teacher Education
Vienna/Krems
Austria

Tommaso Feraco
University of Padova
Italy

Kristian Guttesen
Directorate of Education
Iceland

Nicole Casali
Max Planck Institute for the Study
of Crime, Security and Law
Germany

Pierre-Thomas Eckert
European University of Rome
Italy

Miguel Rumayor
Universidad Francisco de Vitoria
Spain

DELEGATE LIST

Ragnheiður Eiríksdóttir
Fjölbrautaskóli Suðurlands
Iceland

Torsten Hitz
Heidelberg University of Education
Germany

Christian Sokolowski
Gymnasium Sanitz
Germany

Lorna Jutton
University of Birmingham
The Netherlands

Manuel Joaquín Fernández
González
University of Latvia
Latvia

Eva Bačkorová
University of Trnava
Slovakia

Clara Ramírez Torres
Universidad Complutense de
Madrid
Spain

Rebecca Park
University of Oxford
United Kingdom

Halliki Harro-Loit
University of Tartu
Estonia

Ingimar Olafsson Waage
Iceland University of the Arts
Iceland

Matthew Post
University of Dallas
United States

Matilde
Liberti
University of Genova
Italy

Romana Martincova
Trnava University in Trnava
Slovak republic

Martin Brestovanský
Trnava University
Slovensko

Paul
Watts
Jubilee Centre, University of
Birmingham
England

Kristjan
Kristjansson
University of Birmingham
United Kingdom

Shane
Mcloughlin
Jubilee Centre for Character and
Virtues, University of Birmingham
United Kingdom

Michael Fullard
University of Birmingham
United Kingdom

Andrew Peterson
University of Birmingham
England

James Arthur
University of Birmingham
United Kingdom

Tom Harrison
University of Birmingham
United Kingdom

Emma Cohen de Lara
University of Navarra
Spain

José María Torralba
University of Navarra
Spain

Manuel Joaquin Fernández
González
University of Latvia
Latvia

Natasza Szutta
University of Gdańsk
Poland

Artur Szutta
University of Gdańsk
Poland

Jorge López
Francisco de Vitoria University
Spain

Nicole Haddad
VEC, Universidad Francisco de
Vitoria
Spain

Emerald Henderson
JUniversity of Birmingham
United Kingdom

Angelo Campodonico
University of Genoa
Italy

Jacqueline Perrin
Oxford Brookes University
United Kingdom

Juan Luis Fuentes
Complutense University of Madrid
Spain

Beatriz Rodríguez-Rabadan
UNAV
Spain

Verónica Fernández
VEC, Universidad Francisco de
Vitoria
Spain

Concepción Naval
Universidad de Navarra
Spain

Jan Hábl
University of Hradec Králové
Czech Republic

Karina Da Silva
Transformación Paraguay
Paraguay

Michel Croce
University of Genoa
Italy

Yun Chieh (Catherine) Lu
University of Birmingham
United Kingdom

Michele Mangini
Università degli Studi di Bari Aldo
Moro
Italy

Juan Luis Gómez
Francisco de Vitoria University
Spain

Agustín Porres
Varkey Foundation
Argentina

Cristina Ugarte
Universidad de Navarra
Spain

European Character and Virtue Association

UNIVERSITY OF BIRMINGHAM | THE JUBILEE CENTRE FOR CHARACTER & VIRTUES

Universidad Francisco de Vitoria UFV Madrid Virtue and Values Education Centre

European Character
and Virtue Association

UNIVERSITY OF
BIRMINGHAM

THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES

Universidad
Francisco de Vitoria
UFV Madrid
Virtue and Values
Education Centre

Universidad
Francisco de Vitoria
UFV Madrid
Virtue and Values
Education Centre

More information:

https://www.ufv.es/centro-de-educacion-en-virtudes-y-valores/